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The resource manual examines issues involved in occupational and physical therapy services to exceptional children in Florida's schools. State and federal regulations are cited along with recommendations for best practices in relation to: student eligibility procedures (definition, eligibility criteria, screening, referral, student evaluation, eligibility and placement determination, and dismissal); the occupational and physical therapy plans (methodology and procedures for plan development, staff roles and responsibilities, equpment and supplies, parent involvement); and personnel (requirements for registration and licensing, competencies, certification). The text of state legislation regarding occupational and physical therapy is appended. (CL)

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A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

Volume II-J: Occupational and Physical Therapy

FLORIDA DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner
Tallahassee, Florida
Affirmative action/equal opportunity employer

JANUARY 1982

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DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

Florida Department of Education Publications in Exceptional Student Education

The following is a list of publications developed by the Bureau of Education for Exceptional Students to assist local school systems in the provision of special programs for exceptional students. For additional information, please contact:

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RESOURCE MANUALS

Laws and Rules

___ Volume I-B: Florida Statutes and State Board of Education Rules: Excerpts for Programs for Exceptional Students, 1982.

___ Volume I-C: Federal Laws and Regulations Pertaining to the Education of Exceptional Students - P.L. 94-142, Sec. 504, and P.L. 89-313, 1982.

___ Volume I-E: Florida Statutes and State Board of Education Rules: Florida School for the Deaf and the Blind - Florida Department of Health and Rehabilitative Services, 1980.

Program Manuals

___ Volume II-A: Visually Impaired

___ Volume II-B: Mentally Handicapped, 1982.

___ Volume II-C: Speech and Language Impaired, 1979.

___ Volume II-D: Hearing Impaired: Deaf and Hard of Hearing

___ Volume II-E: Emotionally Handicapped, 1981.

___ Volume II-F: Specific Learning Disabilities, 1980.

___ Volume II-G: Gifted, 1980.

___ Volume II-H: Homebound/Hospitalized, 1980.

___ Volume II-I: Physically Impaired, 1977.

___ Volume II-J: Occupational and Physical Therapy, 1982.

___ Volume II-K: Deaf-Blind, 1982.

Topical Manuals

___ Volume III-A: Individual Educational Programs, 1980.

___ Volume III-B: Evaluating the Non-English Speaking Handicapped, 1982.

___ Volume III-C: Mediation and Due Process Procedures, 1982.

___ Volume III-D: Maintaining Education Records of Pupils and Adult Students, 1982.

___ Volume III-E: Alternative Communication Systems for Non-Vocal Students, 1982.

___ Volume III-F: Electronic Communication Devices for Visually Impaired Students, 1982.

___ Volume III-G: Alternative Delivery Systems for Homebound/Hospitalized Students, 1982.

___ Volume III-H: Supplement User's Guide AAMD ABS-PSV, 1981.

___ Volume III-I: Computer Assisted Instruction and Support for the Handicapped: Interim Report, 1982.

Training Manuals

___ Volume IV-A: Training Manual for School Bus Drivers Transporting the Handicapped, 1982.

___ Volume IV-B: A Training Manual for Teachers of the Homebound/Hospitalized Student, 1980.

Curriculum Planning Resources

___ Volume V-A: Curriculum Planning Resource Manual for Developmental Skills and Communication Skills; Hearing Impaired: Deaf and Hard of Hearing, 1977.

___ Volume V-B: MODELL: Music or Drama to Enhance Language Learning, 1982.

A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

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Bureau of Education for Exceptional Students

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JANUARY 1982

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FOREWORD

Through the provision of state funds by legislative action, the people of Florida have indicated their desire to meet the special education needs of exceptional students. The Florida Department of Education is ready to cooperate with parents, teachers, school administrators, other agencies and interested citizens in an effort to establish instructional programs for exceptional students as the local community may need.

The right of an exceptional student to a free public education must be fully implemented. This Resource Manual should assist local school systems in developing appropriate procedures to provide those special arrangements which will enable the exceptional student to make greater progress toward optimal growth and development.

It is hoped that this Resource Manual will help bring clarity and direction to educational planning for exceptional students in Florida and be broad enough in scope for the varying needs of the individual and the community.

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INTRODUCTION

The provision of occupational and physical therapy services to students in public school programs has seen steady growth since 1953 when the therapies were first made available as supportive services. The 1965-66 Annual Report indicates that in seven districts seventeen therapists were providing physical therapy and occupational therapy to approximately 500 students. In 1980-81, forty districts were serving a total of 2,491 students. These forty districts, with five exceptions, also have programs for the physically impaired.

Developing programs for students who require occupational and physical therapy necessitates careful planning at all levels. However, some general considerations are essential to integrated and comprehensive program planning.

A major priority must be formulating general program goals for the student. While some of these goals are generic to all education, special attention is often required if the student who requires occupational and physical therapy is to benefit fully from the instructional program. Therefore, professional personnel will provide an environment in which the student, to the maximum extent possible, will:

- ...achieve physical independence
- ...develop appropriate social interaction skills
- ...develop appropriate coping skills--skills to cope with his own impairment, and with the nonhandicapping world in which he lives
- ...utilize leisure time effectively
- ...function as independently as possible to be a contributing, economically self-sufficient member of society
- ...develop academic and cognitive skills

In order to achieve these overall goals, consideration should be given to the following items to provide the most appropriate education. These are:

- ...maintain the student in the regular school program to the greatest extent possible
- ...provide the means for integration between the regular classroom and the special program
- ...utilize community agencies to the maximum extent possible
- ...involve parents in their student's occupational and physical therapy program
- ...develop realistic and appropriate vocational training goals

This resource manual provides additional considerations for the development, management and evaluation of the occupational and physical therapy program. Of utmost importance to optimal program development is communication and cooperation among all individuals concerned with the student. Only through the combined efforts of educators, the community, and other support professionals can we provide comprehensive and integrated programming for students.

PURPOSE OF RESOURCE MANUALS

1. To provide information regarding general considerations for development and evaluation of district programs for exceptional students

2. To provide information specific to program development and evaluation for each area of exceptionality

3. To serve as a vehicle for planning and communication among the exceptional student staff, school principals, parents, and other education and community programs within a district

Volume II-J was developed to provide Florida's school districts with recommendations and suggesions for the development, management and evaluation of programs for students who require occupational and physical therapy. This volume is organized in a format similar to the District Procedures outline. The Florida State Board of Education Rules are stated at the beginning of some of the sections and are marked by italicized print. Following the rules are suggestions for implementing the rules and developing District Procedures.

Many of the procedures and forms within the appendix were developed from forms and procedures from the districts. We would like to give special thanks to the districts for the materials and procedures which helped to make this resource manual possible.

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PART ONE: OCCUPATIONAL THERAPY

SECTION ONE: STUDENT ELIGIBILITY PROCEDURES

A. INTRODUCTION

The occupational therapist is concerned with those physical, motor or sensory integrative disabilities which prevent the student from functioning effectively in the school environment. In the school system, the occupational therapist's aim is to develop the student's maximum functioning in daily living skills, academic learning skills or adaptive social or emotional behaviors.

B. DEFINITION

An exceptional student whose physical, motor or neurological deficits result in significant dysfunction in daily living skills, academic learning skills or adaptive social or emotional behaviors is eligible to receive occupational therapy. (SBER 6A-6.3025(1))

C. CRITERIA FOR ELIGIBILITY

An exceptional student is eligible for a special program of occupational therapy if the exceptional student has identified significant developmental deficits, dysfunctions, or disabilities to a degree not otherwise provided for in the exceptional student education instructional environment. (SBER 6A-6.3025(2))

D. PROCEDURES FOR SCREENING

Local school boards may initiate a medically directed screening program to assess the needs of the exceptional student population for the purposes of determining possible eligibility for a program for occupational therapy. Assistance is provided by all professionals, especially the medical profession and health related agencies, with whom the students may have association.

Screening may also be accomplished through coordination with the medical profession or health related agencies in contact with the district administrator of exceptional student education or designee.

E. PROCEDURES FOR REFERRAL

Referral may be made by parents, guardians, school personnel, physicians or appropriate public or private agencies to the district administrator of exceptional student education.

F. PROCEDURES FOR STUDENT EVALUATION

The minimal annual evaluation for the student shall include:

(a) *An initial assessment by a licensed occupational therapist to determine appropriate intervention strategies; and*

(b) *An evaluation and plan of care by a licensed occupational therapist. Although a medical prescription is not required, appropriate medical records and social history may be reviewed as a part of the evaluation process.* (SBER 6A-6.3025(3))

General Considerations:

1. All evaluation methods shall be appropriate to the chronological age and functional level of the student and identify baseline behaviors. The methods may include, but need not be limited to, observation of activity performance, interview, record review, testing, and group/individual screening.

2. When standardized evaluative measurements are used, the tests should have normative data for the age range of the student. When normative data are not available for the age range of the student, the results should be expressed in a descriptive report.

3. Tests and other evaluation material used in placing handicapped students will be prepared and administered in such a way as not to be racially or culturally discriminatory.

4. As part of the ongoing evaluation process, the therapist may make clinical judgments based on observations and recorded progress during intervention programs.

5. The therapist shall document evaluation results in the student's record, indicating evaluation instruments and procedures used and also communicate these findings via written reports, oral conferences or staffings to the appropriate persons or community resources.

G. PROCEDURES FOR DETERMINING ELIGIBILITY AND PLACEMENT

A staffing committee comprised of three professional personnel, one of whom shall be the district administrator or designee, will meet to review diagnostic, evaluation, educational or social data and to recommend student eligibility for special programs and educational placement. Additional personnel may be involved in the eligibility and placement recommendation by providing information or by attending the meeting. These procedures will be conducted in accordance with SBER 6A-6.331(2).

Prior to placement in a special program, an individual educational plan (IEP) will be developed in accordance with SBER 6A-6.331(3). The IEP will consist of one document which reflects the total educational program that the student will receive.

Persons who are required to participate in the meetings to develop the IEP are:

1. A representative of the district school system, other than the student's teacher, who is qualified to provide or supervise the provision of special education;
2. The student's teacher;
3. One or both of the student's parents (SBER 6A-6.331(7));
4. The student, when appropriate;
5. Other individuals at the discretion of the parent or the school district;
6. In addition, for an exceptional student who has been evaluated for the first time, a member of the evaluation team or some other person who is knowledgeable about the evaluation procedures used with the student and is familiar with the results of the evaluation.

The occupational therapist is responsible for developing the occupational therapy plan in accordance with the American Occupational Therapy Association's proposed standards of practice for occupational therapy in the public schools. The occupational therapy plan is discussed in detail in Section Two, page 4.

H. PROCEDURES FOR DISMISSAL

The licensed occupational therapist will recommend discontinuation of occupational therapy services when the student has achieved the program goals and/or maximum benefit from the program. This recommendation will be presented to the dismissal staffing committee. This committee will consist of three professional personnel, one of whom shall be the district administrator of exceptional students or designee. The committee may include the occupational therapist, teacher, or school principal or designee, and the parents. The dismissal staffing may be conducted informally. The therapist may be designated to notify the parents of the dismissal in writing in lieu of a formal meeting.

SECTION TWO: THE OCCUPATIONAL THERAPY PLAN

A. INTRODUCTION

The occupational therapy evaluation determines the student's assets and needs and results in a recommendation that the student would benefit from the program. The evaluation results and recommendation of the occupational therapist are the primary determinants to be considered by the eligibility and placement staffing committee in making an assignment decision. Upon approval by the district administrator of exceptional students or designee of the committee recommendation, parental permission for placement is obtained and the IEP is developed. A therapy plan for the student is developed by the occupational therapist.

B. PROCEDURES FOR DEVELOPING AN OCCUPATIONAL THERAPY PLAN

The following program plan standards are based on the American Occupational Therapy Association's proposed standards of practice for occupational therapy in the public schools.

1. The therapist shall prepare and document a program plan based upon analysis of the data from the occupational therapist and other educational planners' evaluation results.

2. The therapist shall utilize the results of the evaluation process to prepare an occupational therapy educational or medical management program that:

   a) is stated in practical outcomes that are applicable to the student's needs and educational goals;
   b) is consistent with principles and concepts of growth and development; and
   c) is consistent with expected behavior or progress in the areas of the student's defined educational and health needs.

3. The planning process shall include:

   a) identifying short term and long term therapy goals;
   b) collaborating with the child, family and staff to establish appropriate goals to enhance education;
   c) participating in staffings to coordinate the occupational therapy program with other programs within the educational setting;
   d) documenting the practical outcomes to be achieved;
   e) selecting the media, methods, environment and personnel to accomplish goals; and
   f) monitoring and modifying the program to meet the established goals.

C. METHODOLOGY

The following program plan standards are based on the American Occupational Therapy Association's proposed standards. Occupational therapy methodology may include, but is not limited to the description below:

1. When the occupational therapy program goal is to prevent or diminish dysfunction in occupational performance and learning, or to enhance occupational performance, the program plan shall include the use of one or more of the following types of activities:

   a) self-care activities (may also include instruction in the use of adapted methods and equipment or both);
   b) home, work, or school activities (may also include instruction in the use of adapted methods and equipment or both); and
   c) developmental or planned leisure activities (may also include instruction of family in activities appropriate for student's developmental level, instruction in the use of adapted methods and equipment or both).

2. When the goal is to prevent or diminish neuromuscular dysfunction or enhance neuromuscular development and learning, the program plan shall include but not be limited to the use of one or more of the following types of activities:

   a) activities which maintain or increase range of motion and muscle strength;
   b) activities which facilitate integration of developmentally appropriate reflex or reaction behavior;
   c) activities which provide appropriate sensory stimulation;
   d) activities which promote the development of normal posture and movement patterns and motor control;
   e) instruction in use of proper positioning techniques; and
   f) provision of and instruction in the use of adaptive equipment.

3. When the goal is to prevent or diminish sensory integrative dysfunction or to enhance sensory integrative development and learning, the program plan shall include but not be limited to the appropriate use of:

   a) sensory input techniques for vestibular, tactile, proprioceptive or kinesthetic, visual, auditory, gustatory, and olfactory stimulation;
   b) facilitation techniques;
   c) inhibition techniques; and
   d) activities to promote adaptive sensorimotor response.

4. When the interdisciplinary educational evaluation results indicate goals to prevent or diminish psychological or social dysfunction, or enhance psychological or social development, the occupational therapy program shall include but not be limited to the appropriate use of activities which assist the student in learning to:

   a) experience and cope with competition, frustration, success, and failure;
   b) identify and respond appropriately to feelings;
   c) develop or refine self esteem or self identity;
   d) imitate and develop appropriate social behaviors;
   e) listen and communicate; and
   f) develop sensitivity to other person's feelings and behaviors.

5. When the interdisciplinary educational evaluation results indicate goals to prevent or diminish cognitive dysfunction, or to enhance development in the cognitive areas, the occupational therapy program shall include but not be limited to the appropriate use of activities which assist the student in developing:

   a) concentration and attention span;
   b) memory and recall;
   c) decision making and problem solving skills.

The purpose of the occupational therapy program in the above stated areas is not intended to replace academic or other appropriate programming but would be supportive to these programs to enhance the student's performance skills so that the student can benefit from educational programming.

D. ROLES AND RESPONSIBILITIES OF THE OCCUPATIONAL THERAPIST

1. Roles of the Occupational Therapist:

   Occupational therapy services will be obtained to suit the needs of the facility and the population to be served. The responsibilities of the occupational therapist include, but may not be limited to the following:

   a) screening student populations;
   b) scheduling students for program services;
   c) evaluating eligible students;
   d) directing program planning and treatment;
   e) participating in development of student's Individual Educational Plan;
   f) consulting with parents, teachers, physicians, and others involved with care of the child regarding direct and indirect services or both;

g) developing home programs;
h) preparing written reports and records;
i) designing and constructing adaptive equipment, assistive devices, and upper extremity orthotic devices;
j) evaluating and training upper extremity prosthetic skills;
k) evaluating and training prevocational and avocational skills;
l) supervising the licensed occupational therapy assistant, student occupational therapy interns, aides and volunteers;
m) providing inservice training; and
n) developing public awareness of occupational therapy services.

Some role models for occupational therapists in the school system are:

1. Supervisor or Coordinator: This position is at the district level and includes activities such as devising and implementing mass screening and intervention plans, evaluating treatment facilities, and personnel. In this position the therapist periodically reviews all aspects of the total occupational therapy program to determine its effectiveness and efficiency.

2. Itinerant Therapist: In this position the therapist provides direct services to students and consultative services to teachers and parents in two or more schools.

3. School Based Therapist: In this position the therapist provides direct services to students, and consultative services to teachers and parents within a centralized school.

4. Mobile Unit Therapist: In this position the therapist provides direct services to students and consultative services to parents and teachers in several towns or schools within a district.

E. CONSIDERATIONS FOR THE OCCUPATIONAL THERAPY SETTING

Occupational therapy services are typically conducted in an area specifically designated for this service. Generally, the area should provide:

1. Open floor space for mat, gross motor, sensory-integrative and wheelchair activities;

2. Adjustable child-size tables and chairs or wheelchair accessible tables for fine motor, eye-hand and self-care activities;

3. Private area adjacent to or in therapy room for dressing and personal hygiene activities;

4. Adapted toilet facilities adjacent to the therapy room for toilet activities;

5. Sink in the therapy room for grooming and general use for craft activities and water play;

6. A kitchen area for housekeeping activities;

7. An enclosed work area in close proximity to the therapy room with access to band saw, sander, drill press, and other woodwork equipment for construction of adapted devices and equipment;

8. Adaptation of ceilings or a ceiling beam to hang suspended equipment such as a suspended balance platform or hammock net or both;

9. Adequate carpeted floor space for gross motor and fine motor tasks in sitting or lying positions;

10. Storage space for large and small equipment (closet, cabinets, shelves);

11. Close proximity to special education classrooms; and

12. Access to a swimming pool for therapeutic modalities, when possible.

Additional considerations for the occupational therapy area include the following:

- For optimal use of the therapist's time, it is recommended that the therapist have access to the other personnel in the school. For example, some assistance from a carpenter when constructing adaptive devices or equipment; clerical assistance for typing reports; and housekeeping assistance for cleaning the occupational therapy area.

- For most efficient use of space and budget, an occupational therapist should have input to the planning of new construction, renovation of existing structures and the ordering of equipment and supplies for the therapy area.

- So that functional skills may be conducted in as nearly-to-natural an environment as possible, it is recommended that therapy be conducted in an alternate setting in the school, when appropriate. For example, feeding training in the cafeteria rather than in the occupational therapy area.

F. EQUIPMENT AND SUPPLIES

These will vary somewhat depending upon the age, diagnostic category and ability levels of the students. As noted in the section above, whenever possible, an occupational therapist should be consulted prior to ordering equipment and supplies. However, the following

list gives examples of some basic equipment and supplies which might be needed in any program:

Equipment	Supplies
vibrator	splinting supplies
gymnastic mats	adapted feeding and self-care supplies
therapy balls (large and small)	testing supplies
hammock	developmental toys and games
scooter boards	basic art and craft supplies
balance beam	activities of daily living, clothes and training devices
ladder	sensory and perceptual materials
hair dryer (splint construction)	grooming and communication devices
testing equipment	coordination and dexterity materials
bolster	woodworking supplies for construction of adaptive equipment
prone board	prevocational materials
incline board	
electric typewriter	
hot plate	
woodworking tools	
positioning equipment	
mirror	
shelves	
wrap around weights	
vestibular equipment	
clerical equipment	

G. PARENT INVOLVEMENT

Parent involvement is an essential component of the successful occupational therapy program. Parents should be encouraged to observe and become involved in the program. The occupational therapist may work with the parents in the following ways:

1. Discussion of occupational therapy evaluations and findings;

2. Discussion of IEP development for occupational therapy;

3. Evaluation of special needs and concerns in the home;

4. Provision of parent guidance to enhance effective home management of the child;

5. Designing of equipment and instructing parents in the use of equipment in the home; and

6. Instruction for parents in a therapeutic home program to be carried out on a regular basis.

H. DOCUMENTATION OF OCCUPATIONAL THERAPY SERVICES

The therapist is responsible for documentation of occupational therapy services which may include:

1. Written documentation of the evaluation results, program plan, and discharge summary;

2. Periodic documentation of the occupational therapy services provided and the frequency of the services; and

3. Periodic reevaluation and documentation of the changes in the student's skills, performance and the program plan.

SECTION THREE: PERSONNEL

A. REQUIREMENTS FOR LICENSED OCCUPATIONAL THERAPISTS

1. Therapist must hold a Bachelor's or higher degree.

2. Therapist must hold a certificate from a school of occupational therapy approved by the Council on Medical Education and Hospitals of the American Medical Association.

3. Therapist must be a member of the registry of the American Occupation Therapy Association.

4. Therapist must hold a valid Florida license to practice occupational therapy as issued by the State of Florida Board of Medical Examiners.

B. FLORIDA LICENSURE

Both the occupational therapist and occupational therapy assistant must be licensed to practice in Florida under the Occupational Therapy Practice Act. Aides in occupational therapy are not licensed. Under this law the following definitions are used to differentiate therapists, assistants, and aides:

1. *Occupational therapist means a person licensed to practice occupational therapy as defined in this act, and whose license is in good standing.* (468.203(3) F. S.)

2. *Occupational therapy assistant means a person licensed to assist in the practice of occupational therapy, and whose license is in good standing.* (468.203(4) F. S.)

3. *Any person who is issued a license as an occupational therapist under the terms of this act may use the words "occupational therapist," "licensed occupational therapist," or "occupational therapist registered," or he may use the letters "O.T.," "L.O.T.," or "O.T.R." in connection with his/her name or place of business to denote his/her registration hereunder.* (468.215(3) F. S.)

4. *Occupational therapy aide means a person who assists in the practice of occupational therapy, who works under the supervision of an occupational therapist, and whose activities require an understanding of occupational therapy but do not require professional or advanced training in the basic anatomical, biological, psychological, and social sciences involved in the practice of occupational therapy.* (468.203(5) F. S.)

Prohibition and penalty for false representation of registration are described in the following portion of the statute:

> *It is unlawful for any person who is not registered under this act as an occupational therapist or an occupational therapist assistant or whose registration has been suspended or revoked to use in connection with his/her name or place of business the words "occupational therapy," "licensed occupational therapy," "occupational therapy registered," "occupational therapy assistant," "licensed occupational therapy assistant," "certified occupational therapy assistant," or the letters "O.T.," "L.O.T.," "O.T.R.," "O.T.A.," "L.O.T.A.," or "C.O.T.A.," or any other words, letters, abbreviations, or insignia indicating or implying that he/she is an occupational therapist or an occupational therapy assistant or who in any way, orally, in writing, in print or by sign, directly or by implication, represents himself/herself as an occupational therapist or an occupational therapy assistant.* (468.223(1) F. S.)
>
> *Any person in violation of this section is guilty of a misdemeanor of the second degree, punishable as provided in 775.082 or 775.083, Florida Statutes.* (486.223(2) F. S.)

C. AMERICAN OCCUPATIONAL THERAPY ASSOCIATION REGISTRATION

Upon successful completion of course work and internships the therapist or assistant takes a written comprehensive examination in order to be registered by the American Occupational Therapy Association. The national registry, as far as the American Occupational Therapy Association is concerned, allows the therapist or assistant to practice anywhere in the United States. Additional licensure is required in a few states, among them Florida.

D. COMPETENCIES

Occupational therapists working in the school setting should have the following competencies in order to be effective in the delivery of occupational therapy services:

1. Knowledge of human growth and development and reflex development;

2. Knowledge of neuromuscular development and disease process as it pertains to the student;

3. Knowledge of the medical aspects of physical impairments of the preschool and school age population and current trends in medical management and therapeutic intervention;

4. Understanding of the etiology and characteristics of various physical impairments and communication of these to others involved with the student;

5. Training in psychology and personal-social relationships which facilitate effective communication with students, teachers, and parents; and

6. Training in evaluation of sensory integrative abilities, neuromuscular function, fine or gross motor coordination, activities of daily living skills, adaptive social and interactive skills, prevocational skills, need for assistive devices, reflex development and perceptual-motor skills.

E. REQUIREMENTS FOR CERTIFICATION IN OCCUPATIONAL THERAPY (GRADES K-12)

a. *In lieu of course credit and practical experience in teaching in professional preparation as described in section 6A-4.06, an applicant for certification in occupational therapy may present three (3) semester hours of credit in each of the following areas:*

   1. *a survey course in the education of exceptional children*
   2. *child development or adolescent psychology*

b. *Hold a Bachelor's or higher degree*

c. *Hold a certificate from a school of occupational therapy approved by the Council on Medical Education and Hospitals of the American Medical Association*

d. *Be a member of the registry of the American Occupational Therapy Association*

e. *Hold a Florida state license to practice occupational therapy. (SBER 6A-4.17(7))*

F. REQUIREMENTS FOR NONCERTIFICATED INSTRUCTIONAL PERSONNEL

In each school district there are persons who possess expert skill in or knowledge of a particular subject or talent but do not hold a Florida teaching certificate. These persons constitute an invaluable community resource for the education of the pupils in that district. Each school board shall adopt such policies as are necessary to ensure that the principals and teachers of that district may utilize in an appropriate instructional capacity the services of such expert persons in the community. Such persons may serve as a nonpaid volunteer or as a paid member of the instructional staff to render instructional service in the individual's field of speciality but shall not be required to hold a Florida teaching certificate. The school board policies for noncertificated instructional personnel shall include, but are not limited to, the following:

1. Health and age. - Health and age requirements shall be the same as those required for certificated instructional personnel.

2. Employment procedures. - Employment procedures shall be the same as those followed for certificated instructional personnel, except that noncertificated instructional personnel shall not be entitled to a contract as prescribed by section 6A-1.64(1).

3. Personnel records. - The personnel records of the district shall contain information considered necessary by the school board to establish the specialty of the individual, and a statement of the instructional duties assigned to and performed by such person.

4. Salary. - The official salary scheduled for instructional personnel shall include a salary schedule for full-time and part-time employed noncertificated instructional personnel.

5. Assignment, suspension and dismissal. - Procedures for the assignment, suspension, and dismissal of noncertificated instructional personnel shall be adopted and provided in writing to each such employee at the time of employment.

6. Assessment of performance. - Procedures for assessing the performance of duties and responsibilities by all noncertificated instructional personnel shall ensure that each such person adequately performs the duties assigned.

7. Pupil welfare. - Procedures for assuring that each noncertificated instructional person who at any time is expected to assume responsibility for the health, safety, and welfare of pupils possesses, in advance of assuming the responsibility, a clear understanding of state and district rules, policies, and regulations relevant to instructional responsibilities. When assigned duties require knowledge of rules, regulations, or policies of a special nature, the policies shall specify that the person occupying a specifically named position is responsible to ascertain that the person possesses, in advance of assuming the duties, the necessary knowledge to perform such duties in a proper and reasonable manner.

8. Instructional practices and policies. - Procedures for assuring that each noncertificated instructional person who at any time is expected to assume responsibility for promoting pupil learning possesses, in advance of assuming this responsibility, a clear understanding of all state and district instructional practices and policies relevant to instructional responsibilities.

9. In lieu of the requirements herein, the school board may adopt special policies for those part-time personnel who are employed to teach no more than 160 clock hours during a fiscal year.

10. Notwithstanding the requirements herein, the school board may employ noncertificated persons licensed by the State of Florida as

Occupational Therapists or as Physical Therapists to render services to students in those areas covered by such license. The procedures for employment shall be the same as provided by law for certificated instructional personnel, and each person so employed shall be entitled to a written contract in the form prescribed pursuant to section 6A-1.64; provided, however, that a noncertificated person employed to render services as an occupational therapist or as a physical therapist may not be assigned duties of an instructional nature that are not covered within the scope of the person's license as defined by law.

11. *A noncertificated person employed pursuant to this section shall be accorded the same protection of the laws as that accorded the certificated teacher.* (SBER 6A-1.502)

REFERENCES

American Occupational Therapy Association: *Statement on Occupational Therapy Referral.* Adopted, 1969, Rockville, Maryland.

American Occupational Therapy Association: *Standards of Practice for OT Services for the Developmentally Disabled, Standards of Practice for OT Services for the Physically Handicapped.* Proposed, 1976, Rockville, Maryland.

American Occupational Therapy Association: *II Standards of Practice for Occupational Therapy in Schools.* December, 1977, Rockville, Maryland. (Draft)

Florida Statutes: *Miscellaneous Regulatory Boards: Occupational Therapy Practice Act.* Chapter 468, pp. 476-479. Statute Numbers 468.201-468.225, 1975.

Florida Department of Education: *A Resource Manual for the Development and Evaluation of Special Programs.* Volume I, General Considerations and Appendix. 1976, Tallahassee, Florida.

Gilfoyle, E. M. *The Role and Function of the Occupational Therapist in the Treatment of the Developmentally Disabled Client.* American Occupational Therapy Association, 1976, Rockville, Maryland.

Llorens, L. A. *Application of Developmental Theory in Health and Rehabilitation.* American Occupational Therapy Association, 1976, Rockville, Maryland.

Maxey, M. and Chipman, P. *The Role of Occupational Therapy in Public Schools.* Sponsored by the City of Houston Health Department, Harris County Health Department. American Occupational Therapy Association, 1975, Rockville, Maryland.

PART TWO: PHYSICAL THERAPY

SECTION ONE: STUDENT ELIGIBILITY PROCEDURES

A. INTRODUCTION

Physical therapy is part of the transdisciplinary team approach in the educational process for students with handicapping conditions. Regardless of the specific intervention procedures, the primary objective of physical therapy is to enable the individual child with a handicapping condition to use existing physical abilities to attain maximal independence.

B. DEFINITION

An exceptional student who requires a specially prescribed program directed toward the development, improvement, or restoration of neuromuscular or sensorimotor function, relief of pain or control of postural deviations to attain the exceptional student's maximum performance in an educational setting is eligible to receive physical therapy. (SBER 6A-6.3024(1))

C. CRITERIA FOR ELIGIBILITY

An exceptional student is eligible for a specially directed program for physical therapy if the exceptional student has:

(a) Identified physical impairments, motor deficits or developmental delays which significantly interfere with the achievement of maximum learning; or

(b) Muscular or neuromuscular conditions, skeletal deformities, trauma and physically debilitating conditions which limit the student's ability to attain maximum performance within the educational setting; or

(c) A severe disability which substantially limits one or more of such student's major life activities. (SBER 6A-6.3024(2))

D. PROCEDURES FOR SCREENING

Local school boards may initiate a medically directed screening program to assess the needs of the exceptional student population for the purpose of determining possible eligibility for a program for physical therapy. Assistance is provided by all professionals, especially the medical profession and health related agencies, with whom the students may have association.

Screening may also be accomplished through coordination with the medical profession and health related agencies in contact with the district

administrator of exceptional student education or designee.

E. PROCEDURES FOR REFERRAL

1. Referral may be made by parents, guardians, school personnel, physicians or appropriate public or private agencies to the district administrator of exceptional student education or designee.

2. If the referral does not meet the requirements of Chapter 486, Florida Statutes, the Physical Therapy Practice Act (Appendix B), the registered physical therapist may request a written referral or prescription from a Florida licensed physician.

F. PROCEDURES FOR STUDENT EVALUATION

The minimum annual evaluation for the student shall include:

(a) A written medical prescription by a person licensed and registered in this state to practice medicine, surgery or dentistry and whose license is in good standing; and

(b) An evaluation and plan of care by a registered physical therapist. (SBER 6A-6.3024(3))

General Considerations

1. The medical referral or prescription may include the following: name of student, age, diagnosis, precautions, frequency of intervention and an outline of the physical therapy plan. The physician referring the student should be currently treating him and be familiar with the student's medical history.

2. The initial physical therapy evaluation will determine the student's needs and how they can be met in the school setting. The therapist will then communicate to the referring physician, outlining the plan of care for his written approval.

3. The physical therapy evaluation is an individualized, detailed, and documented assessment of a student known or suspected of having a handicapping condition, utilizing evaluative tools and skills unique to physical therapists and assessing such areas as:

   postural reflex maturation
   sensory and motor development
   perceptual motor development
   functional oral skills
   joint range of motion
   muscular development

activities of daily living
postural and gait deviations
adaptive equipment needs
orthotic or prosthetic needs

4. Reevaluation is an ongoing process of a student who meets the eligibility requirements to be placed in a physical therapy program.

G. PROCEDURES FOR DETERMINING ELIGIBILITY AND PLACEMENT

A staffing committee comprised of three professional personnel, one of whom shall be the district administrator or designee, will meet to review diagnostic, evaluation, educational or social data and to recommend student eligibility for special programs and educational placement. Additional personnel may be involved in the eligibility and placement recommendation by providing information or by attending the meeting. These procedures will be conducted in accordance with SBER 6A-6.331(2).

Prior to placement in a special program, an individual educational plan (IEP) will be developed in accordance with SBER 6A-6.331(3). The IEP will consist of one document which reflects the total educational program that the student will receive.

Persons who are required to participate in the meetings to develop the IEP are:

1. A representative of the district school system, other than the student's teacher, who is qualified to provide or supervise the provision of special education;
2. The student's teacher;
3. One or both of the student's parents (SBER 6A-6.331(7));
4. The student, when appropriate;
5. Other individuals at the discretion of the parent or the school district;
6. In addition, for an exceptional student who has been evaluated for the first time, a member of the evaluation team or some other person who is knowledgeable about the evaluation procedures used with the student and is familiar with the results of the evaluation.

The physical therapist is responsible for developing the physical therapy plan based on the results of the physical therapy evaluation. The physical therapy plan is discussed in detail in Section Two, page 20.

H. PROCEDURES FOR DISMISSAL

1. A student may be dismissed from the physical therapy program if the medical evidence indicates that the student no longer needs this program and this information is presented to a dismissal staffing committee. This committee will consist of three professional personnel, one of whom shall be the district administrator

of exceptional student education or designee. The committee may include the therapy coordinator or designee, school principal or designee, the child's teacher and the child's parents. The dismissal staffing may be conducted informally. The physical therapist may be designated to notify the parent(s) in writing of the dismissal decision in lieu of a formal meeting.

2. A student may be dismissed from the physical therapy program upon the request of the parent(s) or legal guardian of the student.

3. A student may be dismissed from the physical therapy program if the physical therapy referral or prescription is not renewed as stipulated in criteria for eligibility. The registered physical therapist should seek renewal of the individual referral or prescription.

4. The registered physical therapist should write a physical therapy discharge summary to the referring physician when a student is dismissed from the physical therapy program.

SECTION TWO: THE PHYSICAL THERAPY PLAN

A. INTRODUCTION

The physical therapy evaluation determines the student's assets and results in a recommendation that the student would benefit from the program. The evaluation results and recommendation are the primary determinants to be considered by the eligibility and placement staffing committee in making an assignment decision. Upon approval by the district administrator of exceptional student education or designee of the committee recommendation, parental permission for placement is obtained and the IEP is developed. A therapy plan for the student is developed by the physical therapist.

B. PROCEDURES FOR DEVELOPING A PHYSICAL THERAPY PLAN

1. After the eligibility of the student has been determined and placement procedures are completed, physical therapy treatment may begin. The registered physical therapist develops an individual plan for care of each student based on the results of the physical therapy evaluation and the written referral or prescription for physical therapy. The physical therapy plan of care will include long term goals and short range objectives. The plan of care may include:

   a) positioning

   b) neurodevelopmental and neuromuscular facilitation to enhance motor skills

   c) sensorimotor integration

   d) gait training

   e) pulmonary exercises

   f) post-operative rehabilitation

   g) monitoring or prosthetic, orthotic, and adaptive appliances

   h) management of skin care

   i) strengthening exercises

   j) cardiovascular fitness

   k) joint mobility or stability procedures

   l) modalities

m) postural control

n) instruction in bowel and bladder management

o) self-care activities

2. This plan of care is reviewed periodically and revised when indicated but at least annually. The student and his family are active participants in the physical therapy program.

3. Parents or school personnel who may be working with the student are consulted to determine the limitations of the student at home and in school.

4. There is coordination of the physical therapy program within the educational setting to provide for effective delivery of the multidisciplinary team approach.

C. METHODOLOGY

Physical therapy is a comprehensive program which has broad implications in the school and in the community. The therapist may function in any or all of the following ways:

1. Participates in needs assessments and screenings to determine the present and future needs for physical therapy services;

2. Educates school personnel as to the role of the physical therapist and the legal and ethical implications of providing physical therapy services;

3. Consults with school personnel regarding adapted classroom environments to improve participation of handicapped students (i.e. adapted equipment, removal of architectural barriers);

4. Evaluates and provides individual physical therapy plans for students with handicapping conditions in order to maximize their performance in an educational setting;

5. Consults with school personnel (local and statewide), medical personnel, parents, and community resource personnel, to constantly update and improve educational programming for handicapped students;

6. Provides communication between the medical community and educational community in order to enhance the educational programs of handicapped students (i.e. interpretation of medical records, liaison with referring physicians);

7. Provides inservice to school personnel regarding handling techniques of handicapped students (i.e. adapted equipment, body mechanics of lifting, transfer techniques, etc.);

8. Participates in the development of Individual Educational Plans for handicapped students, directly with the detailed physical therapy evaluation and plan or, indirectly, through consultation;

9. Involves parents directly in the physical therapy management of the student through home treatment programs and consultation; and

10. Develops and implements physical therapy programs through record keeping, long range planning, supervision of supportive personnel, requirement, and staffing and budget management.

D. ROLE ALTERNATIVES AND PROCEDURES FOR DISTRICTS IN ESTABLISHING A PHYSICAL THERAPY PROGRAM

1. Recognizing that physical therapy is required for certain handicapped students to benefit from an educational program, several resource options are available for securing physical therapy services for exceptional students:

   a) direct employment of registered physical therapists within the department of special education; and

   b) contracted services with or interagency agreements between education agencies, state health department, hospitals, rehabilitation facilities, and physical therapists in private practice.

2. An initial needs assessment and a method for continued monitoring of the needs of handicapped students is essential to making the decision regarding the best plan for obtaining physical therapy services. Components of the needs assessment include:

   a) the number of handicapped students in each special education category in the district;

   b) location of individual education environments and the distance between them;

   c) functional levels of referred students:

      ···Severe handicap - student is totally dependent for physical needs
      ···Moderate handicap - student has some independence regarding physical needs
      ···Mild handicap - student has nearly complete independence regarding physical needs, but also has potential for improvement of motor skills with physical therapy or potential for regression of motor skills without physical therapy;

   d) facilities available for physical therapy in various education environments where handicapped students have been found to require service;

   e) equipment needs of the handicapped students in the district;

f) record keeping system in use; and

g) needs for physical therapist assistant, physical therapy aide, and secretarial services.

3. Data obtained through the needs assessment may be used for decisions regarding the physical therapy resources to be utilized, determination of case loads, and staff needed. Decisions regarding case load must be made on a district level with information from the needs assessment.

E. ROLES AND RESPONSIBILITIES OF THE PHYSICAL THERAPIST

1. Roles of the Physical Therapist:

Physical therapy services will be obtained to suit the needs of the facility and the population to be served. The responsibilities of the physical therapist include, but may not be limited to, the following:

a) screening student populations;

b) scheduling students for program services;

c) evaluation of eligible students;

d) direct program planning and treatment;

e) participation in developing the student's Individual Educational Plan;

f) consultation with parents, teachers, physicians, and others involved with care of the child regarding direct and/or indirect services;

g) developing home programs;

h) preparation of written reports and records;

i) designing and construction of adaptive equipment, assistive devices, and orthotic devices;

j) prosthetic evaluation and training; and

k) inservice training.

Some role models for physical therapists in the school systems are:

1. Supervisor or Coordinator: This position is at the district level and includes activities such as devising and implementing mass

screening and intervention plans, evaluating treatment facilities, and personnel. In this position the therapist periodically reviews all aspects of the total occupational therapy program to determine its effectiveness and efficiency.

2. Itinerant Therapist: In this position the therapist provides direct services to students and consultative services to teachers and parents in two or more schools.

3. School Based Therapist: In this position the therapist provides direct services to students, and consultative services to teachers and parents within a centralized school.

4. Mobile Unit Therapist: In this position the therapist provides direct services to students, and consultative services to parents and teachers in several towns or schools within a district.

F. CONSIDERATIONS FOR THE PHYSICAL THERAPY SETTING

The physical therapy setting is best determined at the district level during the initial needs assessment. Consultation with a registered physical therapist is recommended in this consideration of setting. There should be adequate space with minimal distraction. A self-contained, barrier-free classroom with an adjacent barrier-free bathroom facility is preferred for delivery of service and storage of equipment and supplies. Desk space and a record keeping area for the therapist is also necessary.

G. EQUIPMENT AND SUPPLIES

It is strongly recommended that physical therapy equipment and materials be purchased only after consultation with a registered physical therapist. Most equipment necessary for the delivery of physical therapy is not readily transportable and must be available at each therapy site. The following are suggested materials and equipment for the physical therapy program:

Assessment tools	Equipment	Materials
office supplies	treatment tables	rolls
goniometer	parallel or walking bars	wedges
stopwatch	posture mirror	items for fine motor development
sphgmomanometer	table or mat platforms	eating, drinking, dressing and grooming aids
	floor mat	communication devices
	therapy ball	positioning aids
	balance board	
	standing table	
	tilt table	
	prone stander	
	exercise weights	
	ambulatory devices (canes, crutches, walkers, etc.)	
	stair set	

Equipment (continued)

mobility devices (tricycles,
scooter boards)
mobile treatment stool
wheelchairs
vestibular board

H. PARENT INVOLVEMENT

Parent involvement is an essential component of the successful physical therapy program. Parents should be encouraged to observe and become involved in the school program. They may be instructed in a home program which can be carried out on a regular basis as a necessary adjunct to their child's school program. The Individual Educational Plan should be reviewed with parents and should include discussion on progression, regression or program changes.

SECTION THREE: PERSONNEL

A. REQUIREMENTS FOR REGISTERED PHYSICAL THERAPISTS

1. Therapist must hold a Bachelor's or higher degree.

2. Therapist must hold a physical therapy certificate from an approved or accredited program.

3. Therapist must hold a Florida license to practice physical therapy as issued by the Board of Medical Examiners. In order to hold this license, applicant must have successfully completed a comprehensive examination administered by the state licensing board. (Chapter 486, Florida Statutes, Physical Therapy Practice Act)

B. PHYSICAL THERAPIST COMPETENCIES

Physical therapists working in a school setting should demonstrate the following competencies in order to effectively deliver services to handicapped students in an educational environment.

1. Demonstrate the necessary background knowledge for continued growth by:

   a) having an extensive knowledge of the medical aspects of handicapping conditions and current trends in medical management and therapeutic intervention;

   b) recognizing the need to participate in educational programs and activities which insure his continuous professional growth; and

   c) understanding the various classifications of exceptional student education programs such as emotionally handicapped, physically impaired, mental retardation, visual impairments, etc.

2. Demonstrates skill in implementation of physical therapy evaluation by:

   a) interpreting referral or prescription and medical history;

   b) selecting and administering appropriate assessment instruments to determine present level of physical functioning; and

   c) interpreting results of evaluation to determine the areas or need of therapeutic intervention.

3. Demonstrates knowledge and skill to develop and implement physical therapy by:

   a) designing the individual physical therapy plan based on the evaluation and the referral or prescription of the physician to include annual goals and short term objectives;

   b) executing a program of therapeutic exercise, procedures, and modalities in order to achieve the annual goals and short term objectives of the individual physical therapy plan;

   c) modifying the individual physical therapy plan in order to achieve annual goals and short term objectives; and

   d) effectively utilizing support services for the benefit of the handicapped student.

4. Demonstrates effective participation in educational programming by:

   a) understanding the etiology and characteristics of handicapped students and communicating these to others involved with the student;

   b) effectively consulting with the classroom teacher, parents, medical personnel and community agencies regarding the needs of the student;

   c) participating in school staffing committees to determine the best educational plan for each student;

   d) interpreting physical therapy evaluation results and individual plan to the student's parents and school personnel;

   e) selecting and demonstrating to the teacher and parent the most appropriate positioning aid, wheelchair or other adapted equipment. The therapist may also demonstrate appropriate ambulation devices when the student is able to ambulate in the classroom independently;

   f) providing inservice education to teachers, classroom aides, and others working with handicapped students; and

   g) participating in the educational preparation of students in professional and supportive levels of training in physical therapy.

5. Demonstrates knowledge and skills in areas of administration of physical therapy program by:

   a) participating in policy formation as it relates to physical therapy services;

b) maintaining records and submitting reports as indicated;

c) identifying and recommending solutions for architectural barriers;

d) interpreting and implementing federal, state, and local statutes, rules, regulations and policies which have impact on the physical therapy program in the school setting;

e) suggesting equipment and supplies and assisting in purchase, repair, and management of equipment and supplies necessary for implementation of the physical therapy program;

f) recruiting and supervising personnel in the physical therapy program;

g) practicing according to the Code of Ethics and under Chapter 486, Florida Statutes, Physical Therapy Practice Act; and

h) developing necessary forms and maintaining appropriate statistics for future development of physical therapy program.

C. PERSONNEL INVOLVED IN THE PHYSICAL THERAPY PROGRAM

1. Physical Therapy Assistant

   a) must have Associate Degree from approved school;

   b) works under the direction of the registered physical therapist with at least weekly conferences to discuss student progress;

   c) must be a graduate of a school approved by the Physical Therapy Division of the State Board of Medical Examiners; and

   d) must be licensed or in the process of becoming licensed by the State of Florida Board of Medical Examiners.

2. Physical Therapy Aide

   a) works under the direct supervision of the physical therapist;

   b) assists with physical therapy activities; and

   c) receives on-the-job training.

D. REQUIREMENTS FOR CERTIFICATION IN PHYSICAL THERAPY

a. In lieu of course credit and practical experience in teaching in professional preparation as described in section 6A-4.06, an applicant for certification in physical therapy may present three (3) semester hours credit in each of the following areas:

   1. a survey course in education of exceptional children
   2. child development or adolescent psychology

b. Hold a Bachelor's or higher degree

c. Hold a certificate from a school approved by the Council on Medical Education and Hospitals of the American Medical Association

d. Be a member of the American Physical Therapy Association

e. Hold a Florida state license to practice physical therapy. (SBER 6A-4.17)

E. REQUIREMENTS FOR NONCERTIFICATED INSTRUCTIONAL PERSONNEL

In each school district there are persons who possess expert skill in or knowledge of a particular subject or talent but do not hold a Florida teaching certificate. These persons constitute an invaluable community resource for the education of the pupils in that district. Each school board shall adopt such policies as are necessary to ensure that the principals and teachers of that district may utilize in an appropriate instructional capacity the services of such expert persons in the community. Such persons may serve as a nonpaid volunteer or as a paid member of the instructional staff to render instructional service in the individual's field of speciality but shall not be required to hold a Florida teaching certificate. The school board policies for noncertificated instructional personnel shall include, but are not limited to, the following:

1. Health and age. - Health and age requirements shall be the same as those required for certificated instructional personnel.

2. Employment procedures. - Employment procedures shall be the same as those followed for certificated instructional personnel, except that noncertificated instructional personnel shall not be entitled to a contract as prescribed by section 6A-1.64(1), SBER.

3. Personnel records. - The personnel records of the district shall contain information considered necessary by the school board to establish the specialty of the individual, and a statement of the instructional duties assigned to and performed by such person.

4. Salary. - The official salary scheduled for instructional personnel shall include a salary schedule for full-time and part-time employed noncertificated instructional personnel.

5. Assignment, suspension and dismissal. - Procedures for the assignment, suspension, and dismissal of noncertificated instructional personnel shall be adopted and provided in writing to each such employee at the time of employment.

6. Assessment of performance. - Procedures for assessing the performance of duties and responsibilities by all noncertificated instructional personnel shall ensure that each such person adequately performs the duties assigned.

7. Pupil welfare. - Procedures for assuring that each noncertificated instructional person who at any time is expected to assume responsibility for the health, safety, and welfare of pupils posesses, in advance of assuming the responsibility, a clear understanding of state and district rules, policies, and regulations relevant to instructional responsibilities. When assigned duties requiring knowledge of rules, regulations, or policies of a special nature, the policies shall specify that the person occupying a specifically named position is responsible to ascertain that the person possesses, in advance of assuming the duties, the necessary knowledge to perform such duties in a proper and reasonable manner.

8. Instructional practices and policies. - Procedures for assuring that each noncertificated instructional person who at any time is expected to assume responsibility for promoting pupil learning possesses, in advance of assuming this responsibility, a clear understanding of all state and district instructional practices and policies relevant to instructional responsibilities.

9. In lieu of the requirements herein, the school board may adopt special policies for those part-time personnel who are employed to teach no more than 160 clock hours during a fiscal year.

10. Notwithstanding the requirements herein, the school board may employ noncertificated persons licensed by the State of Florida as Occupational Therapists or as Physical Therapists to render services to students in those areas covered by such license. The procedures for employment shall be the same as provided by law for certificated instructional personnel, and each person so employed shall be entitled to a written contract in the form prescribed pursuant to section 6A-1.64; provided, however, that a noncertificated person employed to render services as an occupational therapist or as a physical therapist may not be assigned duties of an instructional nature that are not covered within the scope of the person's license as defined by law.

11. A noncertificated person employed pursuant to this section shall be accorded the same protection of the laws as that accorded the certificated teacher. (SBER 6A-1.502)

APPENDIX

CHAPTER 468

PART VI OCCUPATIONAL THERAPISTS (ss. 468.201-468.225)

PART VI

OCCUPATIONAL THERAPISTS

468.201 Short title; purpose.
468.203 Definitions.
468.205 Occupational Therapist Council.
468.207 License required.
468.209 Requirements for licensure.
468.211 Examination for licensure.
468.213 Waiver of requirements for licensure.
468.215 Issuance of license.
468.217 Suspension and revocation of license; refusal to renew.
468.219 Renewal of license.
468.221 Fees.
468.223 False representation of registration prohibited; penalty.
468.225 Persons and practices not affected.

468.201 Short title; purpose.—

(1) This act shall be known and may be cited as the "Occupational Therapy Practice Act."

(2) It is the purpose of this act to provide for the regulation of persons offering occupational therapy services to the public in order to:

(a) Safeguard the public health, safety, and welfare.

(b) Protect the public from being misled by incompetent, unscrupulous, and unauthorized persons.

(c) Assure the highest degree of professional conduct on the part of occupational therapists and occupational therapy assistants.

(d) Assure the availability of occupational therapy services of high quality to persons in need of such services.

History.—ss. 1, 2, ch. 78-179.

468.203 Definitions.—As used in this act:

(1) "Board" means the 'State Board of Medical Examiners.

(2) "Occupational therapy" means the evaluation and treatment of individuals whose ability to cope with the tasks of living are threatened or impaired by developmental deficits, the aging process, poverty and cultural differences, physical injury or illness, or psychological and social disability. The treatment utilizes task-oriented activities to prevent or correct physical or emotional deficits or to minimize the disabling effect of these deficits in the life of the individual. Specific occupational therapy techniques include, but are not limited to, activities of daily living (ADL), the fabrication and application of splints, perceptual-motor activities, the use of specifically designed crafts, guidance in the selection and use of adaptive equipment, exercises to enhance functional performance, and prevocational evaluation and treatment. Such techniques are applied in the treatment of individual patients or clients, in groups, or through social systems.

(3) "Occupational therapist" means a person licensed to practice occupational therapy as defined in this act and whose license is in good standing.

(4) "Occupational therapy assistant" means a person licensed to assist in the practice of occupational therapy, who works under the supervision of an occupational therapist, and whose license is in good standing.

(5) "Occupational therapy aide" means a person who assists in the practice of occupational therapy, who works under the supervision of an occupational therapist, and whose activities require an understanding of occupational therapy but do not require professional or advanced training in the basic anatomical, biological, psychological, and social sciences involved in the practice of occupational therapy.

(6) "Person" means any individual, partnership, unincorporated organization, or corporate body, except that only an individual may be licensed under this act.

(7) "Association" means the Florida Occupational Therapy Association.

History.—s. 3, ch. 78-179; s. 3, ch. 78-18.

'Note.—See ch. 78-302, which repealed provisions relating to the "State Board of Medical Examiners" and created the "Board of Medical Examiners."

468.205 Occupational Therapist Council.—There is created an Occupational Therapist Council under the supervision of the board. The board shall employ licensed occupational therapists as members of the council for terms of 4 years each. The board may delegate such powers and duties to the council as it may deem proper, including the examination of applicants and the carrying out of the mechanics and procedures necessary to effectuate this act. No occupational therapist shall serve more than two successive terms. Any time there is a vacancy to be filled by the employment of an occupational therapist, the Florida Occupational Therapy Association shall recommend persons to fill the vacancy to the board in a number at least twice the number of vacancies to be filled, and the board may appoint from the submitted list, in its discretion, any of those so recommended. However, the board shall, insofar as possible, appoint persons from different geographical areas and persons who represent various areas of occupational therapy treatment. The board shall fix their compensation and pay their expenses.

History.—s. 6, ch. 78-179; s. 171, ch. 77-104.

468.207 License required.—No person shall practice occupational therapy or hold himself out as an occupational therapist or an occupational therapy assistant or as being able to practice occupational therapy or to render occupational therapy services in the state unless he is licensed in accordance with the provisions of this act.

History.—s. 4, ch. 78-179.

468.209 Requirements for licensure.—

(1) An applicant applying for a license as an occupational therapist or as an occupational therapy

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assistant shall file a written application on forms provided by the board, showing to the satisfaction of the board that he:

(a) Is of good moral character.

(b) Has successfully completed the academic requirements of an educational program in occupational therapy recognized by the board, with concentration in biologic or physical science, psychology, and sociology, and with education in selected manual skills. For an occupational therapist, such a program shall be accredited by the American Medical Association in collaboration with the American Occupational Therapy Association. For an occupational therapy assistant, such a program shall be approved by the American Occupational Therapy Association.

(c) Has successfully completed a period of supervised fieldwork experience at a recognized educational institution or a training program approved by the educational institution where he or she met the academic requirements. For an occupational therapist, a minimum of 6 months of supervised fieldwork experience is required. For an occupational therapy assistant, a minimum of 2 months of supervised fieldwork experience is required.

(d) Has passed an examination conducted by the board as provided in s. 468.211.

(2) An applicant who has practiced as an occupational therapy assistant for 4 years with a minimum of 6 months of supervised fieldwork experience may take the examination to be licensed as an occupational therapist without meeting the educational requirements for occupational therapists made otherwise applicable under paragraph (1)(b). Those persons currently enrolled in the occupational therapy assistants' program in Florida shall not be affected by the passage of chapter 78-18, Laws of Florida.

(3) If the board determines that the applicant has not passed an examination and is not qualified to be licensed by endorsement, but has otherwise met all the requirements of this section, and has made application for the next scheduled examination, the board may issue the applicant a temporary permit allowing him to practice occupational therapy until notification of the results of the examination, but not for a longer period of time. Only one temporary permit shall be issued, and it shall not be renewable.

History.—s. 7, ch. 75-179; s. 1, ch. 77-174; s. 2, ch. 78-18.

468.211 Examination for licensure.—

(1) Any person applying for licensure shall, in addition to demonstrating his eligibility in accordance with the requirements of s. 468.209, make application to the board for examination at least 30 days prior to the date of examination, upon a form and in such a manner as the board shall prescribe. Such application shall be accompanied by the fee prescribed by s. 468.221, which fee shall not be refunded. A person who fails an examination may make reapplication for reexamination accompanied by the prescribed fee.

(2) Each applicant for licensure under this act shall be examined by the board in a written examination to test his knowledge of the basic and clinical sciences relating to occupational therapy and occupational therapy theory and practice, including the applicant's professional skills and judgment in the utilization of occupational therapy techniques and methods, and such other subjects as the board may deem useful to determine the applicant's fitness to practice. The board shall establish standards for acceptable performance.

(3) Applicants for licensure shall be examined at such time and place and under such supervision as the board may determine. Examinations shall be given at least twice each year at such places within this state as the board may determine, and the board shall give reasonable public notice of such examinations in accordance with its rules at least 60 days prior to their administration and shall notify by mail all individual examination applicants of the time and place of their administration.

(4) Applicants may obtain their examination scores and review their papers in accordance with such rules as the board may establish.

History.—s. 8, ch. 75-179.

468.213 Waiver of requirements for licensure.—

(1) The board shall waive the examination and grant a license to any person certified prior to the effective date of this act as an occupational therapist registered (O.T.R.) or a certified occupational therapy assistant (C.O.T.A.) by the American Occupational Therapy Association. The board may waive the examination and grant a license to any person so certified after the effective date of this act if the board considers the requirements for such certification to be equivalent to the requirements for licensure in this act.

(2) The board may waive the examination and grant a license to any applicant who presents proof of current licensure as an occupational therapist or occupational therapy assistant in another state, the District of Columbia, or a territory of the United States which requires standards for licensure considered by the board to be equivalent to the requirements for licensure of this act.

(3) The board shall waive the education and experience examination requirements for licensure in paragraphs 468.209(1)(b) and (c) for applicants for licensure who present evidence to the board that they have been engaged in the practice of occupational therapy on and prior to the effective date of this act. Such proof of actual practice shall be presented to the board in such a manner as it may prescribe by rule. To obtain the benefit of this waiver, an applicant shall file an application for examination no later than 1 year from the effective date of this act.

History.—s. 9, ch. 75-179.

468.215 Issuance of license.—

(1) The board shall issue a license to any person who meets the requirements of this act upon payment of the license fee prescribed.

(2) Any person who is issued a license as an occupational therapist under the terms of this act may use the words "occupational therapist," "licensed occupational therapist," or "occupational therapist registered," or he may use the letters "O.T.," "L.O.T.," or "O.T.R.," in connection with his name or place of business to denote his registration hereunder.

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(3) Any person who is issued a license as an occupational therapy assistant under the terms of this act may use the words "occupational therapy assistant," "licensed occupational therapy assistant," or "certified occupational therapy assistant," or he may use the letters, "O.T.A.," "L.O.T.A.," or "C.O.T.A.," in connection with his name or place of business to denote his registration hereunder.

History.—s. 10, ch. 75-179.

468.217 Suspension and revocation of license; refusal to renew.—

(1) The board may deny, or refuse to renew, a license; suspend or revoke a license; or impose probationary conditions, when the licensee or applicant for license has been guilty of unprofessional conduct which has endangered or is likely to endanger the health, welfare, or safety of the public. Such unprofessional conduct shall include:

(a) Obtaining a license by means of fraud, misrepresentation, or concealment of material facts.

(b) Being guilty of unprofessional conduct as defined by the rules established by the board or violating the code of ethics adopted and published by the board.

(c) Being convicted in any court of a crime other than minor offenses, defined as "minor misdemeanors," "violations," or "offenses," if the acts for which he was convicted are found by the board to have a direct bearing on whether he should be entrusted to serve the public in the capacity of an occupational therapist or occupational therapy assistant.

(2) One year from the date of the revocation of a license, application may be made to the board for reinstatement. The board shall have discretion to accept or reject an application for reinstatement.

History.—s. 11, ch. 75-179; s. 36, ch. 76-35.
cf.—s. 112.011 Felons; removal of disqualifications for employment, exceptions.

468.219 Renewal of license.—

(1) Licenses issued under this act shall be subject to annual renewal and shall expire unless renewed in the manner prescribed by the rules of the board, upon the payment of a renewal fee. The board may provide for the late renewal of a license upon the payment of a late fee in accordance with its rules, but no such late renewal of a license may be granted more than 5 years after its expiration.

(2) A suspended license is subject to expiration and may be renewed as provided in this section, but such renewal shall not entitle the licensee, while the license remains suspended and until it is reinstated, to engage in the licensed activity or in any other conduct or activity in violation of the order or judgment by which the license was suspended. If a license revoked on disciplinary grounds is reinstated, the licensee, as a condition of reinstatement, shall pay the renewal fee and any late fee that may be applicable.

History.—s. 12, ch. 75-179.

468.221 Fees.—

(1) The board shall prescribe, and publish in the manner established by its rules, fees in amounts determined by the board for the following purposes:

(a) Application for examination.
(b) Initial license fee.
(c) Renewal of license fee.
(d) Late renewal fee.

(2) Such fees shall be set in such an amount as to reimburse the state, to the extent feasible, for the cost of the services rendered.

History.—s. 13, ch. 75-179.

468.223 False representation of registration prohibited; penalty.—

(1) It is unlawful for any person who is not registered under this act as an occupational therapist or an occupational therapy assistant or whose registration has been suspended or revoked to use, in connection with his name or place of business, the words "occupational therapist," "licensed occupational therapist," "occupational therapist registered," "occupational therapy assistant," "licensed occupational therapy assistant," "certified occupational therapy assistant"; the letters "O.T.," "L.O.T.," "O.T.R.," "O.T.A.," "L.O.T.A.," or "C.O.T.A."; or any other words, letters, abbreviations, or insignia indicating or implying that he is an occupational therapist or an occupational therapy assistant or, in any way, orally or in writing, in print or by sign, directly or by implication, to represent himself as an occupational therapist or an occupational therapy assistant.

(2) Any person in violation of this section is guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

History.—s. 14, ch. 75-179.

468.225 Persons and practices not affected.—

(1) Nothing in this act shall be construed as preventing or restricting the practice, services, or activities of:

(a) Any person licensed in this state by any other law from engaging in the profession or occupation for which he is licensed.

(b) Any person employed as an occupational therapist or occupational therapy assistant by the United States, if such person provides occupational therapy solely under the direction or control of the organization by which he is employed.

(c) Any person pursuing a course of study leading to a degree or certificate in occupational therapy at an accredited or approved educational program, if such activities and services constitute a part of a supervised course of study and if such a person is designated by a title which clearly indicates his or her status as a student or trainee.

(d) Any person fulfilling the supervised fieldwork experience requirements of s. 468.209, if such activities and services constitute a part of the experience necessary to meet the requirements of that section.

(e) Any person employed by, or working under the supervision of, an occupational therapist as an occupational therapy aide.

(2) No provision of this act shall be construed to prohibit physicians, nurses, physical therapists, osteopathic physicians or surgeons, or clinical psychologists from using occupational therapy as a part of or incidental to their profession, when they practice their profession under the statutes applicable to their profession.

History.—s. 5, ch. 75-179; s. 1, ch. 77-174.

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CHAPTER 486

PHYSICAL THERAPY PRACTICE

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[1]**486.011 Short title.**—This chapter may be cited as the "Physical Therapy Practice Act."

History.—s. 1, ch. 57-57; s. 2, ch. 79-116.

[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[1]**486.021 Definitions.**—In this chapter, unless the context otherwise requires:

(1) "Physical therapy" means the treatment of any disability, injury, disease, or other condition of health of human beings, or the prevention of such disability, injury, disease or other condition of health and rehabilitation as related thereto by the use of the physical, chemical and other properties of air, cold, heat, electricity, exercise, massage, acupuncture only upon compliance with the criteria set forth by the Board of Medical Examiners, when no penetration of the skin occurs, radiant energy, including ultraviolet, visible and infrared rays, ultrasound, water and apparatus and equipment used in the application of the foregoing or related thereto, or the performance of tests of neuromuscular functions as an aid to the diagnosis or treatment of any human condition. The physical therapist may perform electromyography as an aid to the diagnosis of any human condition only upon compliance with the criteria set forth by the Board of Medical Examiners. The use of roentgen rays and radium for diagnostic and therapeutic purposes, and the use of electricity for surgical purposes, including cauterization, are not authorized under the term "physical therapy" as used in this chapter.

(2) "Physical therapist" means a person who practices physical therapy as defined in this chapter upon the oral or written prescription of a person licensed and registered in this state to practice medicine, surgery, or dentistry and whose license is in good standing.

(3) "Physical therapist assistant" means a person who applies physical therapy procedures as defined in this chapter under the direction of a registered physical therapist, and whose license in Florida is in good standing.

[2](4) "Board" means the State Board of Medical Examiners.

(5) Words importing the masculine gender may be applied to females.

History.—s. 2, ch. 57-67; s. 1, ch. 67-537; s. 1, ch. 73-351; ss. 1, 2, ch. 78-278; ss. 1, 2, ch. 79-116.

[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[2]Note.—See ch. 79-302, which repealed provisions relating to the State Board of Medical Examiners and created the Board of Medical Examiners.—Ch. 458, Medical Practice.

[1]**486.031 Registration requirements.** To be eligible for registration by the board as a physical therapist an applicant must:

(1) Be at least 18 years old;

(2) Be of good moral character, and

(3)(a) Have been graduated from a school giving a course in physical therapy, which course, as given by such school has been approved for the educational preparation of physical therapists by the appropriate accrediting agency recognized by the Council on Postsecondary Accreditation (formerly the National Commission on Accrediting and the Federation of Regional Accrediting Commissions of Higher Education) and the United States Commissioner of Education at the time of his graduation and passed to the satisfaction of the board an examination conducted by it to determine his fitness for practice as a physical therapist as hereinafter provided; or

(b) Have received a diploma from a program in physical therapy in a foreign country, which program has been approved by the appropriate agency as identified by the Division of Physical Therapy, [2]State Board of Medical Examiners, and passed to the satisfaction of the board an examination conducted by it to determine his fitness for practice as a physical therapist as hereinafter provided; or

(c) Be entitled to registration without examination as provided in s. 486.081.

History.—s. 3, ch. 57-67; s. 2, ch. 67-537; s. 39, ch. 77-121; s. 3, ch. 78-278; s. 2, ch. 79-116.

[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand

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repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.
[2]Note—See ch. 79-302, which repealed provisions relating to the State Board of Medical Examiners and created the Board of Medical Examiners.
cf.—s. 112.011 Felons; removal of disqualifications for employment, exceptions.
s. 455.217 Examinations.

[1]486.041 Application for licensing.—A person who desires to be licensed as a physical therapist shall apply to the board in writing, on a blank furnished by the board. He shall embody in that application evidence under oath, satisfactory to the board, of his possessing the qualifications preliminary to examination required by s. 486.031. He shall pay to the board at the time of filing his application, a fee not to exceed $75 as fixed annually by the board, no part of which shall be returned.

History.—s. 4, ch. 67-67; s. 2, ch. 73-354; s. 4, ch. 78-278; s. 2, ch. 79-116.
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.
cf.—s. 455.213 General licensing provisions.

[1]486.051 Examination of applicants.—

(1) The board shall hold examinations for applicants for licensing as physical therapists at least once a year, and more often at the discretion of the board at a time and place to be determined by the board. Examination of applicants for licensing as physical therapists shall be made by the [2]State Board of Medical Examiners according to the methods deemed by it to be most practical and expedient to test the applicant's qualifications, including oral and written tests and practical demonstrations. In the written tests each applicant shall be designated by a number instead of by name so that his identity shall not be disclosed to the members of the board until after the examination papers are graded. Examinations shall be given in the following subjects: the applied sciences of anatomy, physiology, neuroanatomy, kinesiology, psychology, physics, physical therapy as defined in this chapter, applied to medicine, neurology, orthopedics, pediatrics, psychiatry, surgery, elementary gross pathology, medical ethics, and the technical procedures in the practice of physical therapy as defined in this chapter.

(2) The board shall employ three registered physical therapists for a term of 4 years each to whom it may delegate such powers and duties as it may deem proper to examine applicants and to carry out the mechanics and procedures necessary to effectuate this chapter. The board shall fix their compensation and pay their expenses; no registered physical therapist shall serve more than 2 successive terms, provided, however, that the registered physical therapists presently so employed shall serve until the expiration of their respective terms of employment or until their successors shall be employed. At any time there is a vacancy to be filled by the employment of a registered physical therapist, the Florida chapter of the American Physical Therapy Association shall recommend to the board in a number of not less than twice the vacancies to be filled, and the board may appoint from submitted list, in its discretion, any of those so recommended; provided, however, it shall insofar as possible appoint persons from different geographical areas and persons who are representational of various areas of physical therapy treatment.

History.—s. 5, ch. 57-67, s. 24, ch. 61-514; s. 3, ch. 67-537; s. 3, ch. 73-354; s. 2, ch. 79-116.
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.
[2]Note—See ch. 79-302, which repealed provisions relating to the State Board of Medical Examiners and created the Board of Medical Examiners.
cf.—s. 455.217 Examinations.

[1]486.052 Annual fees.—

(1) An annual registration fee of $10 shall be required of all licensed physical therapists, the time and place of payment to be determined by the board.

(2) If a renewal fee for any physical therapist's certificate is not paid by December 31 of any year, the holder thereof may be reinstated as a licensed physical therapist only upon payment of a delinquency fee not to exceed $7.50, as fixed annually by the board, and all lapsed fees, and upon submitting proof, satisfactory to the board, of compliance with this section and all other provisions of this chapter.

(3) If any certificate is not reinstated as provided in subsection (2) and remains delinquent for a period exceeding 3 years, the certificate shall be automatically canceled and the board shall notify the physical therapist of the same. The certificate may not be reinstated or renewed until the physical therapist makes application for, and passes, the examination as provided by s. 486.051 and pays the fee therefor as provided in s. 486.041.

History.—s. 4, ch. 67-537; s. 4, ch. 73-354; s. 4, ch. 78-278; s. 2, ch. 79-116.
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[1]486.061 Issuance of certificates to applicants passing examinations.—The board shall register as a physical therapist and shall furnish a certificate of registration to each applicant who successfully establishes his eligibility under the terms of this law, and any person who holds a certificate of registration pursuant to this section may use the words "physical therapist," "physiotherapist," or "registered physical therapist," and he may use the letters "P.T.," "Ph.T.," or "R.P.T.," in connection with his name or place of business to denote his registration hereunder.

History.—s. 6, ch. 57-67; s. 5, ch. 67-537; s. 2, ch. 79-116.
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.
cf.—s. 455.213 General licensing provisions.

[1]486.071 Registration required.—No person shall practice, nor hold himself out as being able to practice, physical therapy in this state unless he is licensed in accordance with the provisions of this law; provided, however, that nothing in this law shall prohibit any person licensed in this state under any other law from engaging in the practice for which he is licensed.

History.—s. 7, ch. 57-67; s. 1, ch. 67-406; s. 6, ch. 67-537; s. 2, ch. 79-116.
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[1]486.072 Disposition of fees.—All moneys received by the board under this chapter shall be de-

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to the Regulatory Reform Act of 1976, as amended
cf. -s. 455.213 General licensing provisions

[1]486.104 Physical therapist assistant, examination of applicants.—The board shall hold examinations for applicants for licensing as physical therapist assistants at least once a year, and more often at the discretion of the board, at a time and place to be determined by the board. Examination of applicants for licensing as physical therapist assistants shall be made by the [2]State Board of Medical Examiners according to the methods deemed by it to be most practical and expedient to test the applicant's qualifications, including oral and written tests and practical demonstrations. Examinations shall be given in the following subjects: Human anatomy and physiology, chemistry and physics, electrotherapy and hydrotherapy, therapeutic exercises, rehabilitation, ethics, and clinical procedure. In the written tests each applicant shall be designated by a number instead of by name.

History.—s. 12, ch. 67-537; s. 8, ch. 73-354; s. 2, ch. 79-116
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended
[2]Note—See ch. 79-302, which repealed provisions relating to the State Board of Medical Examiners and created the Board of Medical Examiners
cf.—s. 455.213 General licensing provisions
s. 455.217 Examinations

[1]486.105 Physical therapist assistant annual registration fee.—

(1) An annual registration fee of $7.50 shall be required of all licensed physical therapist assistants, the time and place of payment to be determined by the board.

(2) If the renewal fee for any physical therapist assistant's certificate is not paid by December 31 of any year, the holder thereof may be reinstated as a licensed physical therapist assistant only upon payment of a delinquency fee not to exceed $5, as fixed annually by the board, and all lapsed fees, and upon submitting proof satisfactory to the board of compliance with this section and all other provisions of this chapter.

(3) If any certificate is not reinstated as provided in subsection (2) and remains delinquent for a period exceeding 3 years, the certificate shall be automatically canceled and the board shall notify the physical therapist assistant of the same. The certificate may not be reinstated or renewed until the physical therapist assistant makes application for, and passes, the examination as provided by s. 486.104 and pays the fee therefor as provided in s. 486.105.

History.—s. 13, ch. 67-537; s. 9, ch. 73-354; s. 4, ch. 78-278; s. 2, ch. 79-116
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended
cf.—s. 455.203 Department of Professional Regulation, powers and duties.

[1]486.106 Physical therapist assistants; issuance of certificates.—The board shall license as a physical therapist assistant and shall furnish a certificate of registration to each applicant who successfully establishes his eligibility under the terms of this law, and any person who holds a certificate of registration pursuant to this section may use the words "physical therapist assistant," "licensed physical therapist assistant," "registered physical therapist assistant," or "physical therapy technician," and he may use the letters "P.T.A.," "L.P.T.A.," "R.P.T.A.," or "P.T.T.," in connection with his name to denote his registration hereunder.

History.—s. 14, ch. 67-537; s. 10, ch. 73-354; s. 2, ch. 79-116
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended
cf.—s. 455.213 General licensing provisions

[1]486.107 Physical therapist assistants; issuance of certificates to persons passing examination of other examining boards; permits.—The board may license as physical therapist assistant and furnish a certificate of registration without examination to any applicant who presents evidence to the board, under oath, of having passed the examination for physical therapist assistants before a similar lawfully authorized examining board of another state, the District of Columbia, or a territory, if the standards for licensing for physical therapist assistants in such other state are determined by the board to be as high as those of this state. Any person who holds a certificate of registration pursuant to this section may use the words "physical therapist assistant," "registered physical therapist assistant," "licensed physical therapist assistant," or "physical therapist technician," and he may use the letters "P.T.A.," "R.P.T.A.," "L.P.T.A.," or "P.T.T.," in connection with his name to denote his registration hereunder. If the board determines that the applicant has not passed such examination as to entitle him to a license without examination, the board may, if it determines the applicant possesses sufficient other qualifications for the practice as a licensed physical therapist assistant, issue the applicant a permit allowing him to practice as a licensed physical therapist assistant pursuant to the terms of this chapter until the holding of the next examination provided for by this chapter. The permit shall be valid until notification of the results of the examination, but not for a longer period of time. At the time of making application for registration without examination, pursuant to the terms of this section, the applicant shall pay to the board a fee not to exceed $75 as fixed annually by the board, no part of which shall be returned.

History.—s. 15, ch. 67-537; s. 11, ch. 73-354; s. 4, ch. 78-278; s. 2, ch. 79-116
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended
cf.—s. 455.213 General licensing provisions

[1]486.121 Powers and duties of Board of Medical Examiners.—The [2]State Board of Medical Examiners may administer oaths, summon witnesses, and take testimony in all matters relating to its duties under this chapter. The board is authorized to adopt only those rules and regulations needed to carry out the mechanics and procedures to effectuate this chapter and may amend and revoke such rules. If the board determines an applicant for registration is qualified to practice physical therapy, the board may issue the applicant a permit allowing him to practice physical therapy pursuant to the terms of this chapter until the holding of the next examination provided for by this chapter, but not for a longer period of time. The board shall have power to pass upon the good standing and reputability of any school or college offering courses in physical therapy, and whether the courses of such school or college

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to the Regulatory Reform Act of 1976, as amended
cf.—s. 455.213 General licensing provisions.

[1]486.104 Physical therapist assistant, examination of applicants.—The board shall hold examinations for applicants for licensing as physical therapist assistants at least once a year, and more often at the discretion of the board, at a time and place to be determined by the board. Examination of applicants for licensing as physical therapist assistants shall be made by the [2]State Board of Medical Examiners according to the methods deemed by it to be most practical and expedient to test the applicant's qualifications, including oral and written tests and practical demonstrations. Examinations shall be given in the following subjects: Human anatomy and physiology, chemistry and physics, electrotherapy and hydrotherapy, therapeutic exercises, rehabilitation, ethics, and clinical procedure. In the written tests each applicant shall be designated by a number instead of by name.

History.—s. 12, ch. 67-537; s. 8, ch. 73-354; s. 2, ch. 79-116.
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.
[2]Note.—See ch. 79-302, which repealed provisions relating to the State Board of Medical Examiners and created the Board of Medical Examiners.
cf.—s. 455.213 General licensing provisions.
s. 455.217 Examinations.

[1]486.105 Physical therapist assistant annual registration fee.—

(1) An annual registration fee of $7.50 shall be required of all licensed physical therapist assistants, the time and place of payment to be determined by the board.

(2) If the renewal fee for any physical therapist assistant's certificate is not paid by December 31 of any year, the holder thereof may be reinstated as a licensed physical therapist assistant only upon payment of a delinquency fee not to exceed $5, as fixed annually by the board, and all lapsed fees, and upon submitting proof satisfactory to the board of compliance with this section and all other provisions of this chapter.

(3) If any certificate is not reinstated as provided in subsection (2) and remains delinquent for a period exceeding 3 years, the certificate shall be automatically canceled and the board shall notify the physical therapist assistant of the same. The certificate may not be reinstated or renewed until the physical therapist assistant makes application for, and passes, the examination as provided by s. 486.104 and pays the fee therefor as provided in s. 486.103.

History.—s. 13, ch. 67-537; s. 9, ch. 73-354; s. 4, ch. 78-278; s. 2, ch. 79-116.
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.
cf.—s. 455.203 Department of Professional Regulation; powers and duties.

[1]486.106 Physical therapist assistants; issuance of certificates.—The board shall license as a physical therapist assistant and shall furnish a certificate of registration to each applicant who successfully establishes his eligibility under the terms of this law, and any person who holds a certificate of registration pursuant to this section may use the words "physical therapist assistant," "licensed physical therapist assistant," "registered physical therapist assistant," or "physical therapy technician," and he may use the letters "P.T.A.," "L.P.T.A.," "R.P.T.A.," or "P.T.T.," in connection with his name to denote his registration hereunder.

History.—s. 14, ch. 67-537; s. 10, ch. 73-354; s. 2, ch. 79-116.
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.
cf.—s. 455.213 General licensing provisions.

[1]486.107 Physical therapist assistants; issuance of certificates to persons passing examination of other examining boards; permits.—The board may license as physical therapist assistant and furnish a certificate of registration without examination to any applicant who presents evidence to the board, under oath, of having passed the examination for physical therapist assistants before a similar lawfully authorized examining board of another state, the District of Columbia, or a territory, if the standards for licensing for physical therapist assistants in such other state are determined by the board to be as high as those of this state. Any person who holds a certificate of registration pursuant to this section may use the words "physical therapist assistant," "registered physical therapist assistant," "licensed physical therapist assistant," or "physical therapist technician," and he may use the letters "P.T.A.," "R.P.T.A.," "L.P.T.A.," or "P.T.T.," in connection with his name to denote his registration hereunder. If the board determines that the applicant has not passed such examination as to entitle him to a license without examination, the board may, if it determines the applicant possesses sufficient other qualifications for the practice as a licensed physical therapist assistant, issue the applicant a permit allowing him to practice as a licensed physical therapist assistant pursuant to the terms of this chapter until the holding of the next examination provided for by this chapter. The permit shall be valid until notification of the results of the examination, but not for a longer period of time. At the time of making application for registration without examination, pursuant to the terms of this section, the applicant shall pay to the board a fee not to exceed $75 as fixed annually by the board, no part of which shall be returned.

History.—s. 15, ch. 67-537; s. 11, ch. 73-354; s. 4, ch. 78-278; s. 2, ch. 79-116.
[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.
cf.—s. 455.213 General licensing provisions.

[1]486.121 Powers and duties of Board of Medical Examiners.—The [2]State Board of Medical Examiners may administer oaths, summon witnesses, and take testimony in all matters relating to its duties under this chapter. The board is authorized to adopt only those rules and regulations needed to carry out the mechanics and procedures to effectuate this chapter and may amend and revoke such rules. If the board determines an applicant for registration is qualified to practice physical therapy, the board may issue the applicant a permit allowing him to practice physical therapy pursuant to the terms of this chapter until the holding of the next examination provided for by this chapter, but not for a longer period of time. The board shall have power to pass upon the good standing and reputability of any school or college offering courses in physical therapy, and whether the courses of such school or college

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in physical therapy meet the standards fixed by the board. In determining the standing and reputability of any such school and whether the courses can be approved by the board, the board may investigate and make personal inspection of the same. The powers and duties of the board, as set out in this chapter, shall in no way limit or interfere with its powers and duties as set forth in chapter 458. All powers and duties of the board, as set forth in this chapter, shall be supplemental and additional powers and duties to those conferred upon the board by chapter 458.

History.—s. 12, ch. 57-67, ss. 36, 44, ch. 78-95, s. 2, ch. 79-116.

[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[2]Note.—See ch. 79-302, which repealed provisions relating to the State Board of Medical Examiners and created the Board of Medical Examiners.

[1]**486.141 Fraudulent representation to obtain registration unlawful.**—It shall be unlawful for any person to obtain or attempt to obtain registration under this chapter by any willful misrepresentation or any fraudulent representation.

History.—s. 14, ch. 57-67, s. 18, ch. 67-537, s. 2, ch. 79-116.

[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[1]**486.151 Penalties for violations.**—Any person who violates any of the provisions of this chapter shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

History.—s. 15, ch. 57-67, s. 438, ch. 71-136, s. 2, ch. 79-116.

[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[1]**486.161 Exemptions.**—No provision of this chapter shall be construed to prohibit the following persons from using physical agents as a part of or incidental to their profession, when they practice their profession under the statutes applicable to their profession: chiropractors, podiatrists, doctors of medicine, masseurs, nurses, osteopathic physicians and surgeons, and naturopaths.

History.—s. 16, ch. 57-67, s. 2, ch. 65-170, s. 5, ch. 78-278, s. 2, ch. 79-116.

[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[1]**486.171 Current valid certificates effective.**—(1) Any person holding a certificate of registration to practice physical therapy issued by the board which is valid when this law takes effect shall be deemed to be licensed as a registered physical therapist under the provisions of this chapter.

(2) Any person employed by or assisting the physical therapist as an aide shall be considered eligible to continue to perform his duties, provided he was so employed prior to the 1973 amendments to this act. He shall not be eligible for licensure as a physical therapist assistant or to call himself an assistant until he meets the requirements of this chapter.

History.—s. 17, ch. 57-67, s. 16, ch. 67-537, s. 12, ch. 73-354, s. 2, ch. 79-116.

[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[1]**486.172 Application of ss. 455.014 and 455.11.**—The provisions of ss. 455.014 and [2]455.11 shall also be applicable to the provisions of this chapter.

History.—s. 7, ch. 78-278, s. 2, ch. 79-116.

[1]Note.—Section 2, ch. 79-116, in effect provides that this section shall stand repealed on July 1, 1985, and shall be reviewed by the Legislature pursuant to the Regulatory Reform Act of 1976, as amended.

[2]Note.—The cross-reference "455.11" was substituted for "455.016" by the editors to conform to renumbering by s. 5, ch. 79-36, and reassignment.

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Adopted, State Board of Education, Jan. 20, 1981